

# TEACHERS' PERCEPTIONS AND PRACTICES OF COMMUNICATIVE LANGUAGE TEACHING

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**Abstract:** *The purposes of this research are to investigate teacher's perceptions regarding their understanding on CLT principles, their perceived challenges in adapting CLT in their classrooms, and if there is a discrepancy between their perceptions toward CLT principles and their actual teaching practices. The context of this research was the English teachers in 44 different Junior High Schools in Mempawah district. This research is survey with descriptive quantitative in nature. The data was collected through a combination of questionnaires and classroom observation checklists. Based on the data which was gathered from the questionnaire and classroom observations, it was indicated that the teachers mostly had a good understanding about CLT principles. Unfortunately, they did not practice all of CLT principles in their teaching classroom. It was also found that most of the teachers deal with the perceived challenges. The major challenges they encounter were English skills proficiency, lack of training in CLT, a large size class and students' low English proficiency.*

**Keywords:** *Teachers' perceptions, teaching practices, communicative language teaching.*

**Abstrak:** *Tujuan penelitian ini adalah untuk menginvestigasi persepsi guru tentang pemahaman terhadap prinsip-prinsip CLT, tantangan yang mereka hadapi dalam mengaplikasikan CLT di kelas; dan apakah ada kesenjangan antara persepsi terhadap CLT dengan kegiatan mengajar mereka di dalam kelas. Penelitian ini dilaksanakan kepada guru mata pelajaran Bahasa Inggris di 44 SMP di Kabupaten Mempawah. Penelitian ini merupakan penelitian survey berbentuk kuantitatif kuantitatif. Data di kumpulkan dengan menggunakan kuesioner dan ceklis obervasi kelas. Berdasarkan data yang di peroleh dari kuesioner dan obervasi kelas, dapat disimpulkan bahwa hampir semua guru memahami prinsip-prinsip CLT dengan sangat baik. Namun, di dalam pelaksanaan mengajar mereka, tidak semua prinsip-prinsip CLT mereka terapkan. Berdasarkan data, dapat juga disimpulkan bahwa*

*mereka berhadapan dengan tantangan-tantangan yang dirasakan. Tantangan terbesar yang mereka hadapi ialah minimnya kemampuan Bahasa Inggris mereka, kurangnya pelatihan tentang CLT, jumlah siswa yang besar, dan kemampuan Bahasa Inggris murid yang rendah.*

*Kata kunci: Persepsi guru, praktik mengajar, pengajaran bahasa komunikatif*

Teacher is a main element in a teaching learning process. They design teaching learning activities in the classroom through various teaching approaches, methods and techniques to improve students' progress. To promote a good teaching in improving students' learning progress, teachers must be able to master the materials that they are going to use, to design the classroom activities, to manage the class, and also to assess the students' progress. Besides these elements, teachers' perceptions or beliefs are also seen as an important element to promote a good teaching. Perception itself is defined as the process of an individual thoughts, opinion and understanding toward an object or a topic based on their experiences (Demuth, 2013). So, teachers' perceptions can be about why teachers apply particular teaching approaches, what they know about the teaching approach, and the nature of teacher's role.

Practitioners and researchers nowadays draw more attentions to the issue of teachers' perceptions, especially in the setting of non-English speaking countries. Of many topics around teachers' perceptions, teachers' perceptions on communicative language teaching (CLT) received the most attentions. Among many teaching approaches known in the field of teaching language, CLT seems to receive a positive acceptance from many practitioners, experts and researchers. It is because the emergence of CLT is believed as the initial change of the teaching culture from a teacher-centered to a more student-centered classroom practice. Many non-English speaking countries such as Indonesia adopt the principles of CLT into their curricula.

The adoption of CLT in Indonesian language teaching curriculum has gone through several changes and development starting from 1984, 1994, 2004, 2006, and 2013 (Yulia, 2014). The changes are done as the respond to the realization of the need of English as global language and also to increase students' learning process to preparing them to be able to use English for communication in global era (Sarosa, 2014). However, CLT adoption seemingly does not give significant results (Yulia, 2014). It could be noticed from Indonesian students where most of them are still lack of English skills, as exemplified by students of junior high school Mempawah district. Furthermore, even though the teachers of Mempawah district said that they were favorable to use CLT in their classroom; most of them were still paid more attention on teaching grammar. It is drawn from the pre-research that some of the English teachers of junior high school level in Mempawah district still less supportive of CLT into their classroom; it is because of the students' lack of English vocabularies, students' low motivation and teachers are having trouble in managing the class where the small or pair group

activities is applied. At this point, the issue of teachers' perceptions toward CLT is considered important to explore in order to improve students' learning process as well as to increase teachers' awareness towards the teaching approach which they are currently applying (Markee, 1997; Kelly, 1980 cited in Li, 1998).

Despite its dissemination around the world, CLT that is originally developed in western countries with ESL settings meets common difficulties in its adoption in EFL countries. The settings or environment of ELF countries make the learners has little exposures to use the target language outside the classroom compared with ESL countries. EFL countries such as China, Japan, Vietnam, Pakistan, Philippines and Indonesia shared common difficulties in implementing CLT. Thus, the study on teachers' perception and attitudes towards CLT attract many researchers to explore such issues in their own settings such as Pajarwaty (2009), and Widyatuti (2014).

In this research, the researcher focuses on the investigation of teachers' perceptions based on top-down process where the perception of an individual comes from their prior knowledge and experience (Demuth, 2013). The researcher is keen on investigating teachers' perceptions in terms of their knowledge or understanding of CLT principles and practices. There are nine sub-districts in Mempawah that each of the settings could present different teaching learning situations based on the environments and the learners' backgrounds. Especially in junior high school level, most of schools are based on KTSP curriculum and few of them based on C-13.

The researcher is interested in conducting this research to junior high school English teachers in Mempawah district. This research focuses on investigating, exploring, identifying the teachers perceptions regarding: 1) their knowledge or understanding about the overall principles or the concept of CLT approach, 2) and their perceived challenges in implementing CLT into their classroom activities. Based on the literature reviews, the perceived challenges are grouped into three sub-categories: 1) teachers-related challenges; 2) students-related challenges and 3) education system-related challenges.

## **METHOD**

The purpose of this research is to investigate participants' perceptions regarding their understanding, and their challenges in implementing CLT or communicative approach into their classroom. To achieve the purposes, a descriptive survey research design was applied. Questionnaires and observation checklists were chosen as a technique for data collection.

Furthermore, among six types of the descriptive survey research design described by (Lodico, Spaulding, & Voegtler, 2010) this research used a one-shot survey design or cross-sectional survey design. It was used as this research aimed to collect data at one point that made the data collection process could be a bit shorter. In addition, it could give the latest information of the topic. It is appropriate to determine and to investigate the current perceptions of the participants as this research was conducted at once by giving the questionnaires and conducting classroom observation to the participants (Creswell, 2012).

Participants of this research were selected by using purposive sampling technique since every individual or person of the population considered to be more knowledgeable and experience enough toward the phenomenon being studied (Creswell, 2012). The population of the participants was the English teachers from 84 different junior high schools in Mempawah district. They consisted of 33 public junior high schools, 49 Islamic junior high schools (MTs), and 2 non-public schools. The researcher narrowed the setting for this research, hoping that it could give a new or additional information on the research topic. Due to the time constraint, the sample of participants was taken based on the teachers who are active in attending the junior high schools English teachers meeting. This is especially in the setting of Mempawah district. Then, the total numbers of participants in this research were 72 English teachers.

The technique of data collection in this research were questionnaires and observation checklists. Questionnaires were employed to investigate teachers' perceptions on CLT in terms of their understanding and their perceived challenges on CLT. Secondly, a classroom observation was used to confirm teachers' understanding of CLT by observing their actual practices while adapting CLT into their classrooms.

In this research, the questionnaire was designed in form of combined scales. The items of the questionnaires for this present research were modified from other similar questionnaires in previous studies (Menking, 2001; Aleixo, 2003; Karavas-Doukas in Chang, 2011). The items of the questionnaire consisted of 30 items aiming to investigate the participants' perceptions based on the theories, principles, and literatures about CLT and challenges in implementing CLT. The first 15 items were designed to investigate the participants' understanding about CLT principles. The categories were *the instructions of CLT; grammar and error correction; pair/group work; the role of teachers; Learners' role in learning process; authentic materials; role play*. The other 15 items were designed to investigate the participants' perceived challenges based on *teacher-related challenges, student-related challenges and education system-related challenges*.

Piloting the questionnaires was carried out before the main research was begun. The pilot test was carried out to the English teachers by distributing the questionnaire to the small numbers of English teachers who already had more than 10 years teaching experience in English language teaching. Based on the result of the pilot study, the participants noted that the questionnaire which was modified from Karavas-Doukas (1996, cited in Chang 2011); Menking (2001) and Aleixo (2003) was already clear. Nevertheless, it was better to translate the questionnaire into Bahasa Indonesia to avoid misunderstanding in comprehending the items. Therefore, before the final distributing the questionnaire into the main research, such suggestions were taken and some modifications were done. Then, the main study was carried out from August 2<sup>nd</sup> 2016 until 31<sup>st</sup> October 2016.

The second tool used in this research was a structured classroom observation checklist. The items of the observation checklist were an adaption from Ramzmjoo and Riazi (2006). This checklist was chosen because the study of Ramzmjoo and Riazi (2006) also investigated participants' teaching practices

using CLT in their classroom. It is in line to the present study and the items were also designed based on theories, principles, literatures namely CLT instructions, CLT activities, teacher's roles, learner's roles, the use of target and native language, authentic materials and error corrections. In the observations, the researcher acted as a non-participant observer where the researcher were not involved or participated during teaching learning activities.

This research aims to present data in form of a quantitative data analysis. Thus, the data was analyzed by using descriptive statistics (minimum score, maximum score, mean score and standard deviation). In order to allow the researcher to score the participants' answers from the questionnaires, the scales were given scores as follow.

**Table 1**  
**Scoring Participants' Answer**

Option	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

To identify the favorable or unfavorable preferences of participants' perceptions about CLT principles, the score from the questionnaires were ranged as follows:

1. 77-50 indicated favorable perceptions,
2. 31-76 indicated neutral perceptions
3. 0-30 meant unfavorable.

Meanwhile, for the classroom observations, the scales were scored as follow.

**Table 2**  
**Scoring Participants' Observed Teaching Practice**

Option	Score
Always	3
Often	2
Rarely	1
None	0

The data from classroom observations was also analyzed by using descriptive statistics (minimum score, maximum score, mean and standard deviation) and frequency percentages. This result was used to describe or to answer the second research question.

## **FINDINGS AND DISCUSSION**

### **Findings**

After conducting a research on teachers' perceptions and practices of CLT to English Teachers at junior high schools in Mempawah, the researcher

collected the data using questionnaires and classroom observation checklists. The first set of data is used to answer the first research question and it was taken from questionnaires returned by the participants. Meanwhile, the second data aims to answer the second research question. The data was taken from classroom observations and combined with the questionnaire results. There were 66 returned questionnaires. The demographic results showed that the participants consisted of 22 male and 44 female teachers. Their age ranged from 20 to 58 years old.

There were 30 statements in the questionnaires and they were based on a 5 point Likert scale. Favorable statements (i.e statements regarding to the principles of CLT) were given score 5 for “strongly agree” down to 1 for “strongly disagree”. Meanwhile, for unfavorable items or statements in relation to perceived challenges, the scoring system was reversed (unfavorable items were scored 1 for “strongly agree” and up to 5 for “strongly disagree”). Furthermore, the data will be described in more detail in the following paragraphs.

The principles of CLT explored in the present research are based on the principles discussed in Chapter 2 (Littlewood, 1981; Richards and Rogers, 2001; Larsen-Freeman, 2000). There are seven major categories that this paper tries to explore: *instructions of CLT, group/pairworks, error correction and grammar role, teacher role, students'role, authentic materials and role play*. The data is presented and analyzed based on data collection method, namely questionnaire. There were 15 items in the questionnaire covering the CLT principles. The data was gathered from 66 of 72 participants who returned the questionnaire. The data were presented and analyzed in terms of the percentages. Later, descriptive statistics were presented in the summary section.

There are six statements or items of the questionnaire covering the first CLT principle, i.e. the instructions of CLT. These statements were mentioned in item 1, 2, 5, 11, 18, and 26. Based on the data findings, of 66 returned questionnaires, it was indicated that all of the participants agreed with the six statements. This also indicated that all of them understood about the instructions of CLT. For example, in response to statement 1 # *Kompetensi komunikatif di dalam pendekatan komunikatif (CLT) mencakup kompetensi berbahasa (linguistic competence) dan kompetensi sosial (social competence)*, There were 19 teachers (28.8%) who strongly agreed and 45 teachers (68.2%) who agreed to this statement. Meanwhile there were only 2 participants (3.03%) who were uncertain to this statement.

The second principle of CLT deals with the role of group or pair work in CLT. There are 2 statements or items (number 7 and number 10) concerned with this principle. In overall, regarding to group or pair work, most of the participants tend to have a positive perception to this principle. In this case, teachers indicate that they appreciate and understand this principle of CLT. In response to statement number 7 # *Kerja kelompok atau berpasangan adalah prinsip dasar dalam praktik pendekatan komunikatif*, it was reported that 20 teachers (30.3%) strongly agreed and 43 teachers (65.1%) agreed to this statement. Meanwhile, 2 teachers (3.03%) felt uncertain to the statement and there was only 1 teacher (1.51%) who disagreed to the statement.

One of the principles of CLT is the role of grammar and error correction in its application. There are 3 statements or items covering this principle, they are statements number 4, 23, and 30. Regarding to two statements (number 4 and 30), overall responses from the participants indicated that they understood and appreciated the principle of CLT, except statement number 23 # *Guru tidak merespon secara langsung kesalahan yang dibuat siswa*. For this statement, 28 teachers (42.4%) stated that they disagreed to this statement. In addition, 18 teachers (27.3%) remained uncertain, 14 teachers (21.2%) chose agree, 1.51% or 1 teacher chose strongly agreed, and 7.6% or 5 teachers decided to strongly disagree to the statement.

In the process of teaching and learning, teachers have a special role to encourage students' learning progress. In this case, the teacher role in CLT was mentioned by statement number 13, # *Peranan guru di dalam praktik pendekatan komunikatif adalah sebagai fasilitator, monitor dan pembimbing siswa dimana guru menjelaskan, mencotohkan dan membimbing siswa dalam kegiatan belajar mereka*. The participants hold a positive perception to this statement. The data showed that 25 teachers (37.8%) strongly agreed and 57.6% or 38 teachers agreed to this statement. It means that teachers understand well their role in CLT.

It is different from the traditional teaching approaches in which instructors or teachers carried out their teaching by lecturing the materials to learners all day. In CLT, the classroom environment shifts from a teacher-centered to a student-centered classroom. In the questionnaires, statement number 16 covered this principle, the role of students in CLT. In response to the statement # *Berbasis kelas learner-centered, di dalam praktik pendekatan komunikatif, siswa berperan penuh sebagai pembicara dan negosiator di dalam proses belajar mereka*, over a half of the participants with the percentage of 62.1% (41 teachers) agreed and 15.15% (10 teachers) strongly agreed to this statement. It illustrated that the teachers understand the role of their students in CLT.

In order to meet the main purpose of CLT to develop learners' communicative competences, the use of authentic materials or resources in CLT application is one of the fundamental principles of CLT. The statement number 12 in the questionnaire covered this principle, # *Autentic material digunakan dalam praktik pendekatan komunikatif untuk mempromosikan materi yang berkaitan dengan kehidupan sehari-hari siswa*, 48 out of 66 teachers (72.7%) agreed to this statement. This indicates that the teachers basically hold a positive perception to the use of authentic materials in CLT classroom. Furthermore, 12 teachers (18.2%) strongly agreed, 5 teachers (7.6%) felt uncertain and 1 teacher (1.51%) chose to disagree to the statement.

There is one underpinning principle of CLT. It is the use of role play in order to give students more opportunities to use or to practice the target language. This principle was covered by statement number 17 of the questionnaire, # *Role play adalah salah satu aktivitas dasar yang ada pada pendekatan komunikatif*, the data revealed that 48 teachers (72.7%) agreed and 12 teachers (18.2%) strongly agreed to this statement, 5 teachers (7.6%) remained uncertain and 1 teacher (1.51%) disagreed to the statement. It illustrated that most of the teachers understand and accept role play as a fundamental principle in CLT. They are

aware that role play can encourage their students in building the communicative competence as it is the main goal of CLT.

The second sub-question in this research is concerned with investigating teachers' perceived challenges in their attempt to adapt CLT in their classroom. Based on the literature, perceived challenges are divided into 3 categories: teacher-related challenges, student-related challenges, and education system-related challenges. In the questionnaire, there are 15 items that deal with these categories. The data is elaborated in the sub-sections below.

There are seven items or statements in the questionnaire concerning to the investigation of teachers' perceived challenges that come from themselves. They are statements number 6, 8, 9, 15, 22, 27, 28. In overall, regarding to these statements, the data showed that most of the teachers agreed to the perceived challenges in the questionnaire. Over a half of the total of the teachers chose agree or strongly agreed to these statements. For example, in response to the statement number 6, for instance; in response to statement number 28 # *Guru memiliki informasi yang terbatas mengenai pendekatan komunikatif*, the data revealed that 34 teachers (51.5%) agreed and 3.03% or 2 teachers strongly agreed to this statement. It was stated too that or 12 teachers (18.2%) remained uncertain, 24.2% or 16 teachers disagreed, and 3.03% or 2 teachers strongly disagreed to the statement. This indicated that half of the teachers face this perceived challenge as their major challenges. In addition, the teachers who indicated uncertain to the statement tend to have a certain degree of confidence so that they understand or aware of CLT. On the other hand, the 2 teachers confidently claimed that they are aware or the approach.

In relation to the student-related challenges, there are 4 statements in the questionnaire covered in this category: statement number 3, 19, 21, and 29. Based on the data collection, it can be concluded that most of the teachers agreed that these challenges (especially which come from their students) can prevent them from implementing CLT in the classroom. In response to statement number 3 # *Sebagian besar siswa memiliki kecakapan Bahasa Inggris yang rendah*, the result showed that over half or the participants (63.6% teachers) agreed to this statement and 13.6% even strongly agreed to the statement. Meanwhile, it was also reported that 12.1% (8 teachers) remain uncertain, 6.06% (4 teachers) chose disagree, and 4.5% or 3 teachers strongly disagreed to this statement.

In response to statement number 19 # *Sebagian besar siswa di kelas saya menggunakan bahasa ibu / Bahasa Indonesia selama kegiatan belajar mengajar berlangsung*, it was noted that 39 out of 66 teachers agreed, 7 teachers (10.6%) strongly agreed, and 7.6% or 5 teachers uncertain to this statement. However, as much as 14 teachers disagreed and 1.51% or 1 teacher strongly disagreed to the statement. There is a possibility that the parameter to measure the student's consistency in using their mother tongue or Bahasa Indonesia is difficult to quantify. Thus, the teachers tend to choose uncertain. Meanwhile, 39 and 7 teachers do face this challenge as a major challenge. They chose agreed and strongly agreed respectively to the statement.

These challenges are related to the educational system in Indonesia, there are also 4 statements in the questionnaire covered the teachers' perception related



to their perceived challenges in implementing CLT. They are statement number 14, 20, 24 and 25. In overall, regarding these statements, the data indicated that most of the teachers consider the perceived challenges described in the four statements. For example, in response to statement number 20 # *Para guru tidak mendapatkan cukup pelatihan tentang pendekatan komunikatif*, 35 teachers agreed (53.0%), 8 teachers (12.1%) strongly agreed, 14 teachers (21.2%) were uncertain, and 13.6% or 9 teachers disagreed to this statement. Based on the result, it is indicated that over a half of the teachers agreed that they need more information about CLT. In response to statement number 25 # *Guru memiliki jumlah siswa yang besar di setiap kelas*, 48.2% or 32 teachers agreed, 7.6% or 5 teachers strongly agreed, 18.2% or 12 teachers were uncertain to this statement. Meanwhile, 24.2% or 16 teachers disagreed and 1.51% or 1 teacher strongly disagreed to this statement.

Regarding supports from the government, the results vary. There were 26 teachers who agreed and perceived this as their major challenge. Further, 23 teachers felt uncertain to the statement and perceived this as a mild challenge. Meanwhile, there were 17 teachers who perceived these challenges as a minor challenge, and the challenges did not hinder them from adapting CLT. In relation to the class size; over a half of the teachers face this as a major challenge. They indicated that they do have a large class size and this is difficult for them to manage their teaching in such a big class.

Based on the description of the data gathered from the questionnaire above, it is indicated that generally almost all of the participants or the teachers hold a positive perception regarding their understanding about CLT and also hold a positive perception regarding their perceived challenges in implementing CLT. The results indicated that they really encounter the perceived challenges stated in the questionnaire. Furthermore, regarding the 30 statements from the questionnaire, 66 teachers tend to have a favorable perception since their score ranges from 80-117. Then, the descriptive statistics of the questionnaire are presented in table 3 below.

**Table 3 Descriptive Statistics of the Questionnaire (N= 66)**

Minimum Score	Maximum Score	Mean Score (M)	Standard Deviation (SD)
80	117	96.81	7.55

The table 3 shows that all of the teachers have a good understanding about CLT principles. Most of the participants chose strongly agree and agree to items number 1, 4, 5, 7, 10, 11, 12, 13, 16, 17, 18, 26 and 30 except item number 23 in which 42.4% of the teachers chose disagree to this statement.

Meanwhile, the other 15 items in relation to the teachers' perceived challenges indicated that most of the teachers agreed to the perceived challenges stated in the questionnaire. The highest percentage chosen by the teachers was item number 8, "*Dalam praktiknya, pendekatan komunikatif mengharuskan saya untuk cakap dalam berbicara bahasa Inggris*". There were 43 teachers out of 66

(65.1%), agreed to this statement. It was then followed by item number 3, *“Sebagian besar siswa memiliki kecakapan Bahasa Inggris yang rendah”* Meanwhile, statement number 15, *“Kegiatan kerja kelompok tidak memberikan banyak manfaat dikarenakan guru sulit untuk memonitor performa siswa”* 35 out of 66 teachers (53.0%) claimed that they disagreed to the statement. It indicates that the 35 teacher did not consider group work or pair work in CLT activities as a major challenge for them.

To answer the second research question, the researcher conducted a classroom observation. The purpose is to investigate whether there is a gap between their understanding from what they have illustrated in the questionnaire results and their teaching practice in adapting CLT in the classroom. The teachers were selected based on their responses to the 15 items of the questionnaire focusing on teachers' understanding about CLT principles. The data indicated that the teachers generally had a clear understanding about CLT principles. Fortunately, to generalize the findings of the observation, 9 teachers from each sub-districts of Kabupaten Mempawah were requested to take part in a classroom observation from mid October 2016 to early December 2016. The observation findings that were taken from each sub-district in Mempawah could be considered as the representative results of the population of English teachers of junior high school level in Kabupaten Mempawah.

There were 15 statements in the observation checklist and it used a 4 point scale. The scales then were scored as 3 for “always”; 2 for “often”; 1 for “rarely” and 0 for “none”. Thus, the maximum score was 45; the middle/neutral point was 23 and the minimum score indicating the least applicable was below the neutral point. The table below is the descriptive statistics of the observation.

**Table 4 Descriptive Statistics of Teachers' Classroom Observation**

Minimum Score	Maximum Score	Mean Score (M)	Standard Deviation (SD)
3	14	9.8	3.76

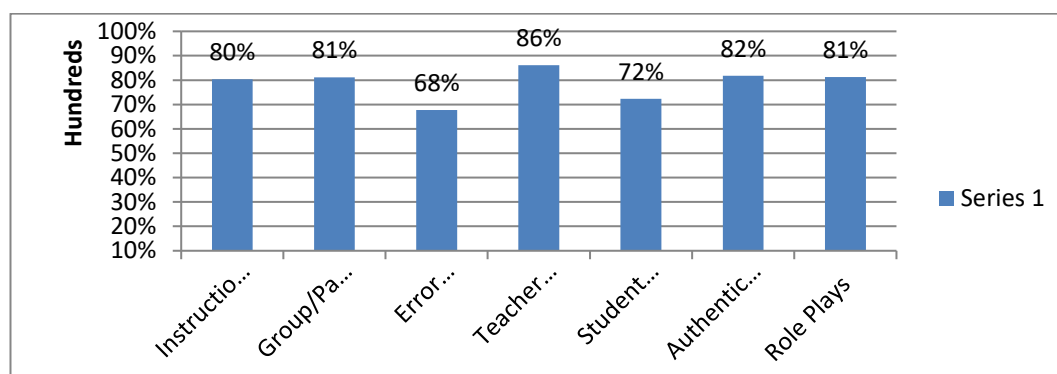
In summary, based on the teachers teaching practices in the classroom; the observation showed that there is a discrepancy between the teachers' perceptions of CLT principles and their actual practices. Most of the teachers do not embrace the CLT principles to a great amount of frequency during their teaching. In terms of error correction, most of the teachers give corrections directly to the students or ask their friends to correct him or her. However, most of the teachers applied pairs work or groups work during their teaching. In addition, most of the teachers also tried their best to provide authentic materials in form of printed materials. Also, there are some teachers observed who bring the actual properties of the topic being discussed in their teaching.

## Discussion

This sub-section outlines some major findings taken from the questionnaire and the classroom observation. According to the results explained above, there are three main findings that can answer the research questions in this

research: 1) the teachers' understanding of CLT principles, 2) the teachers' perceived challenges in adapting CLT, and 3) the teachers' classroom practices.

Based on the discussion I explain in the previous sub-sections, it is implied that most of the teachers have a very good understanding on the CLT principles. The results demonstrate that the teachers understand the principles in which over a half of them agree to the statements covering the seven major principles of CLT. To present a clearer description of the teachers' perceptions regarding their understanding of CLT principles, the items of questionnaire are categorized under seven major principles of CLT in Graphic 1 below.



**Graphic 1. Percentages of Teachers' Perceptions on CLT Principles**

Graphic 1 above demonstrates that theoretically most of the teachers understand and aware of the seven major of CLT principles in which the percentage average is above 80%. Furthermore, almost all of the teachers agree with the CLT principles described in the literatures (Littlewood, 1981; Richards and Rogers, 2001; Larsen-Freeman, 2000), such as “Kompetensi komunikatif di dalam pendekatan komunikatif (CLT) mencakup kompetensi berbahasa (linguistic competence) dan kompetensi social (social competence)” (Item 1), “Peranan guru di dalam praktik pendekatan komunikatif adalah sebagai fasilitator, monitor and pembimbing siswa dimana guru menjelaskan, mencotuhkan dan membimbing siswa dalam kegiatan belajar mereka” (Item 13), “Berbasis kelas learner-centered, di dalam praktik pendekatan komunikatif, siswa berperan penuh sebagai pembicara dan negosiator di dalam proses belajar mereka” (Item 16), “Autentic material digunakan dalam praktik pendekatan komunikatif untuk mempromosikan materi yang berkaitan dengan kehidupan sehari-hari siswa” (Item 12).

However, it is half of the teachers or 50% disagreed to the statement number 23, “Guru tidak merespon secara langsung kesalahan yang dibuat siswa”. This result indicated that these teachers are still lack of knowledge about error corrections in CLT, about how and when to use it as described in Larseen-Freeman (2000).

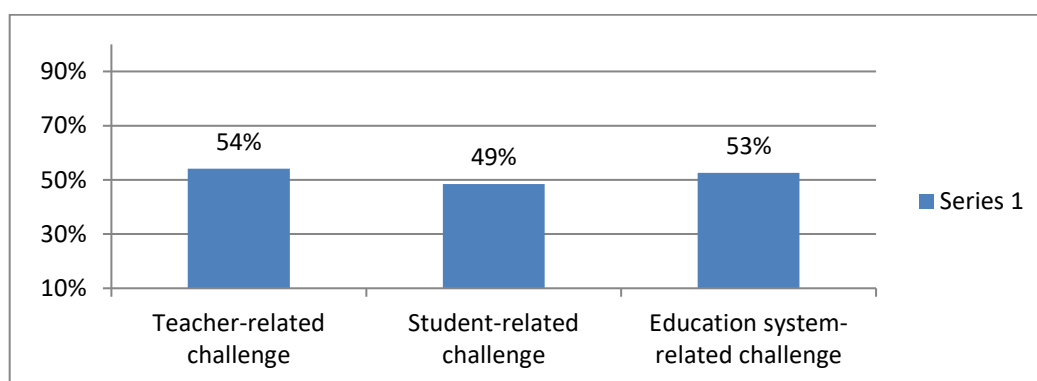
In terms of the teachers' perceived challenges in adapting CLT; this present research notes that almost all of the teachers agree to the challenges stated in the questionnaire. The perceived challenges are divided into three main categories: teacher-related challenges (item number 6, 8, 9, 15, 22, 27, 28), student-related challenges (item number 3, 19, 21, 29), and educational system-

related challenges (item number 14, 20, 24, 25). Over a half of the teachers agree and perceive it as major challenges. For example: “Sebagian besar siswa memiliki kecakapan Bahasa Inggris yang rendah” (item 3), Dalam praktiknya,pendekatan komunikatif mengharuskan saya untuk cakap dalam berbahasa Inggris” (Item 8), “Para guru tidak mendapatkan cukup pelatihan tentang pendekatan komunikatif” (Item 20).

In terms of the class size, the result (Item 25) indicates that 37 or 55% agree or perceived the big class size as their major challenge. They believe that it is difficult to monitor their student. Meanwhile 12 teachers or 18.2% of the teachers remain uncertain and 17 teachers or 25.3% of the teachers disagree to the statement. The variation perceptions of the teachers related to the class size are different possibly because of their own settings. They have different class sizes from one to another. There is one teacher who only has 10-20 students in one class while there is one teacher who has more than 30 students in one class. Schanzenbach (2014) reported that based on Tennessee’s StudentTeacher Achievement Ratio (STAR) experiment, it is revealed that in a smaller class size, the teachers tend to be more creative and effective in applying many strategies to promote learning. Thus, the teachers in the present research tend to be struggling in implementing CLT. It is because most of them have a big class size to handle.

In terms of support from administration (Item 24), 23 teachers or 34.8% are uncertain to this statement. Meanwhile 17 teachers or 25.7% disagree to the statement. Possibly, it is because they relate their perceptions to their quality and quantity of their setting of places in which they can get the supports in their teaching places. Therefore, they perceived it as minor challenges or not challenge at all. However, for teachers who agree to the statement, they have an opposite situation with the teachers who disagree to the statement. They do really face that the lack of support from administration as their major challenge in adapting CLT.

To present a clearer picture of the teachers’ perceived challenges in adapting CLT, Graphic 2 is presented below.



**Graphic 2. Percentages of Teachers’ Perceived Challenges in Adapting CLT**

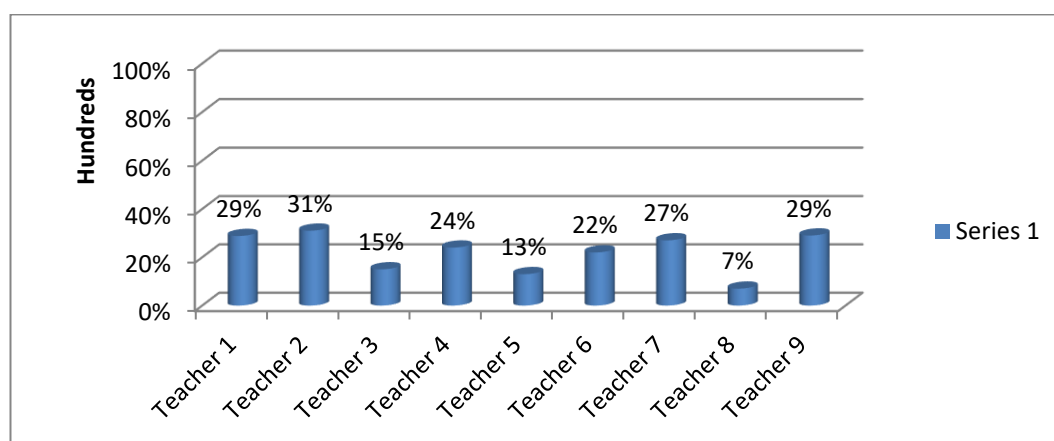
Graphic 2 above shows among three categories, teacher-related challenge and education-related challenge are most perceived by the teachers as their major challenges with the percentage 54.15% and 52.60% respectively.

This research aims to investigate there is, if any, discrepancy between the teachers’ perceptions of CLT and their actual classroom practices. Classroom

observations are conducted to 9 teachers from different sub-districts in Mempawah district as explained in findings before. There are 2 male teachers and 7 female teachers selected for a classroom observation. Six of them have more than ten years teaching experience and another three of them have six years, seven years and ten years teaching experience. Based on the observations, it is found that the teachers did not practice all of the CLT principles in their classroom activities. As in findings presented before, most CLT principles observed in their classroom practices were group work and pair work, the use of authentic materials, error correction, the use of the target language as classroom communication, learner-centered environment. However, these principles were not practiced as effective as it should be.

However, it is necessary to look at the possible reasons of these situations happened. The limitation of teachers' implementation on CLT classroom could be caused by not only come from the teachers. This condition then could be related to the challenges they perceived in the questionnaire. The teachers might have little information about CLT, teachers are lack of training of CLT, students have low proficiency in English, students have low motivation, the class size is too large, and they are lack of support from administration as well as grammar based examination. Moreover, as we know, most teachers nowadays have to teach mostly five classes or more in a week in order to fulfill the requirement of certification program. This condition gives them little time in preparing communicative materials. The curriculum, C-13; is also one of possible reasons in which teachers mostly have difficulty in assessment and evaluation.

To better illustrate the extent of the teachers' teaching practices based on the 15 items covering CLT classrooms in the checklist observation, the Graphic 3 below is presented in percentages basis of nine teachers.



**Graphic 3. Percentages of Teachers' Teaching Practices**

## CONCLUSION AND SUGGESTION

### Conclusion

This section presents the overall conclusions to answers the research questions based on the findings and the discussion described in the previous

chapters. Based on the data from the questionnaire, it can be concluded that most of the teachers have strong understandings on the major principles of CLT. With respect to the teachers' classroom practices, the data demonstrated that there is a gap between their perception regarding their understanding of CLT principles and their teaching practices. It is observed that they do not apply their good understandings on CLT principles which are demonstrated by the questionnaire results into their teaching practices. In their classroom practices, it is observed that most of them do not use the target language as a classroom communication. Some teachers emphasized on combining English and Bahasa Indonesia to explain the lesson, to interact with their students and also to give direction or instruction of the tasks. Furthermore, the activities carried out by teachers heavily focus on writing skills rather than speaking skills. Speaking skills take only few minutes of their teaching time in which the students are asked to practice the dialogue or are asked to read aloud the passage or their answers based on the passages. In sum, there is a discrepancy between the teachers' perceptions of CLT principles theoretically and their teaching practices. The teachers hardly adapt CLT into their classrooms but these situations happen might be because their students speak more frequently in using their native language. In addition, their low proficiency in English affects the teachers to take a risk in encouraging their students to use the target language in their classroom activities.

### **Suggestion**

This part presents some suggestions and limitations drawn based on the conclusion of the research explained above as follow: 1) In order to draw better perspectives of this topic, further researcher can extend the scope of the research to the English teachers in another level as the participants or even taking the English teachers of all level in Mempawah district, 2) it is better to interview the teachers to draw a clearer picture of their perceptions regarding this topic. It could also serve as data triangulation for further research, 3) the other types of perceptions that have not been discussed in this research also could be taken into account for further research, 4) the administration or the government needs to provide more facilities and training about CLT for the teachers in Mempawah district in order to facilitate a better quality of their actual practices into their classrooms, 5) CLT training program have to be provided for teachers in Mempawah district, 6) this research only investigated the teachers' teaching practices. In order to draw more comprehensive perspective, the future research could investigate the reasons behind the teachers' attitude.

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